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ABSTRACT

This performance guide is designed for teachers to use with students before and after a performance of "Tales from the Brazilian Jungle" with storyteller Antonio Rocha. The guide, called a "Cuesheet," contains four sheets for use in class. The first, "About the Performance," prepares students for understanding references to the Amazon rainforest, and introduces the four stories presented in the performance. The second, "Getting Ready To See 'Tales from the Brazilian Jungle,'" discusses and presents activities for imagining the rainforest, what storytelling is, telling stories, what good stories are, a storyteller's tools, and storytelling with mime. The third, "Going to the Kennedy Center," helps students understand what a good audience does and discusses visiting the Kennedy Center itself. Resources are listed for further explanation. (SR)

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"Tales from the Brazilian Jungle": Antonio Rocha, Storyteller. Cue Sheet for Teachers.

by Elizabeth Rees

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TALES FROM THE Brazilian Jungle

Cue sheet FOR TEACHERS

ANTONIO ROCHA, STORYTELLER

Welcome to *Cuesheet*, a performance guide published by the Education Department of the John F. Kennedy Center for the Performing Arts, Washington, D.C. This *Cuesheet* is designed to help teachers prepare students to see the performance *Tales from the Brazilian Jungle* with storyteller Antonio Rocha.

This *Cuesheet* introduces various aspects of storytelling as well as pertinent vocabulary.

***FYI:* For Your Information comments provide background information for teachers.**

ABOUT THE PERFORMANCE

To prepare students for understanding the references to the Amazon rainforest in the stories, point out South America, Brazil, and the Amazon River on a map. Explain that rainforests grow in hot countries where it rains almost every day and that more plants and animals live in rainforests than anywhere else in the world. Discuss why rainforests are important to our planet's health.

Read the following performance overview to students:

"At the Kennedy Center you will hear stories told by Antonio Rocha, a storyteller from Brazil. He will tell four stories about animals and insects that live in the Amazon rainforest. Each story has a problem that needs to be solved.

- "In the first story, 'The Boy and The Firefly,' a young boy gets lost in the rainforest. He asks the animals to help him but they refuse.
- "In the second story, 'Party in the Sky,' a turtle wants to go to a party in the sky – but he can't fly.
- "In the third story, 'The Deer and the Jaguar,' the two animals, who are natural enemies, have to share a house.
- "In the fourth story, 'Tico,' you will meet a monkey puppet, named Tico. He is frightened by a fire in the rainforest and cannot fall asleep."

(Vocabulary: jaguar – a large cat with spots, similar to a leopard)

After the Performance

Ask students to recall each story and to identify the characters, the problems, and how they were solved. Invite students to retell one of the stories.

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GETTING READY TO SEE "TALES FROM T

RESOURCES

You may want to...

Go online for information about:

rainforests at www.ran.org

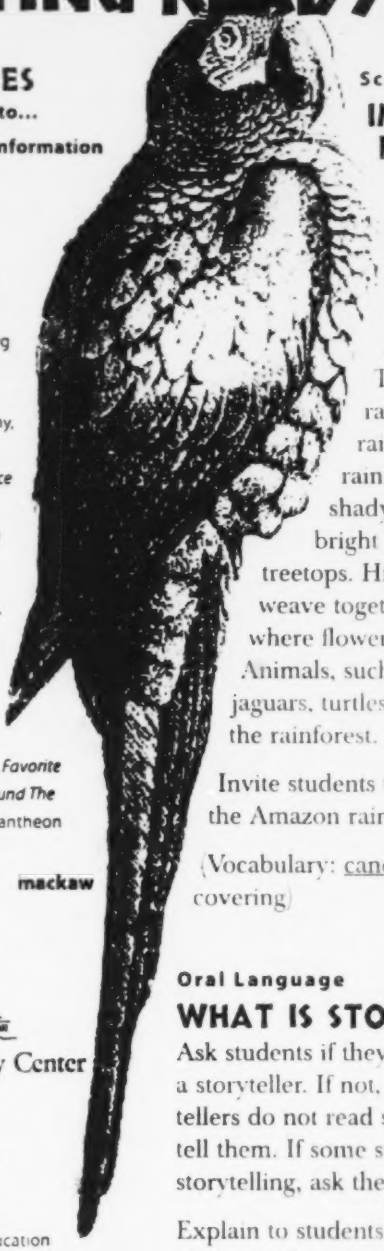
the Amazon River and rainforest at www.brasilemb.org

Read:

Fredericks, Anthony, D. *Exploring the Rainforest —Science Activities for Kids.* Colorado: Fulcrum Publishing, 1996.

Stolzenberg, Mark. *Be A Mime!* New York: Sterling Publishing Co., inc. 1991.

Yolen, Jane. Editor. *Favorite Folktales From Around The World.* New York: Pantheon Books, 1988.



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Cuesheet / Antonio Rocha: Tales from the Brazilian Jungle

Editor: Lynne B. Silverstein; *Writer:* Elizabeth Rees; *Design:* Paul Dupree Communications, Los Angeles

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Science

IMAGINING THE RAINFOREST

To help students imagine the Amazon rainforest, show them pictures of the rainforest and explain the following: Trees are huge in the rainforest because it rains so much. In the rainforest, it is dark and shady on the ground but bright and sunny in the treetops. High above, branches weave together to form a canopy where flowers and fruit grow. Animals, such as monkeys, deer, jaguars, turtles, and insects live in the rainforest.

Invite students to draw a picture of the Amazon rainforest.

(Vocabulary: canopy – a roof-like covering)

Oral Language

WHAT IS STORYTELLING?

Ask students if they have ever listened to a storyteller. If not, explain that storytellers do not read stories aloud – they tell them. If some students have heard storytelling, ask them to describe it.

Explain to students that people have always told stories. Long before television or books, storytelling was a way for parents to pass on information to children. These stories entertained, taught a lesson, or explained something about nature, people, or animals. The stories were not written down, but told from memory. Antonio Rocha's stories entertain, teach lessons, and explain the importance of rainforests.

Oral Language

TELLING STORIES

Ask students to sit in a circle. Tell them they will take turns making up a story.

To start the storytelling, suggest a character and a problem – for example, "Once there was a lazy ant that had to carry a heavy load of food back home...." or, "One day a baby bird named Pedro wanted to fly but was afraid to try..."

Invite each student to add a sentence to the story until it is finished.

Literature

GOOD STORIES

Ask students, "When someone tells you a story, what makes you want to listen to it?"

Explain that good stories...

- have interesting characters
- have a problem that needs to be solved
- teach a lesson

Ask students to recall a story you have told or read to them. Invite students to identify the characters and the problem that needs to be solved. Discuss whether or not the story teaches a lesson, and if so, to explain the lesson.

(Vocabulary: characters – the people and animals in a story)

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"HE BRAZILIAN JUNGLE"

Oral Language

A STORYTELLER'S TOOLS

Explain that storytellers make their stories more interesting by the way they use their

- voices
- faces
- hands
- bodies.

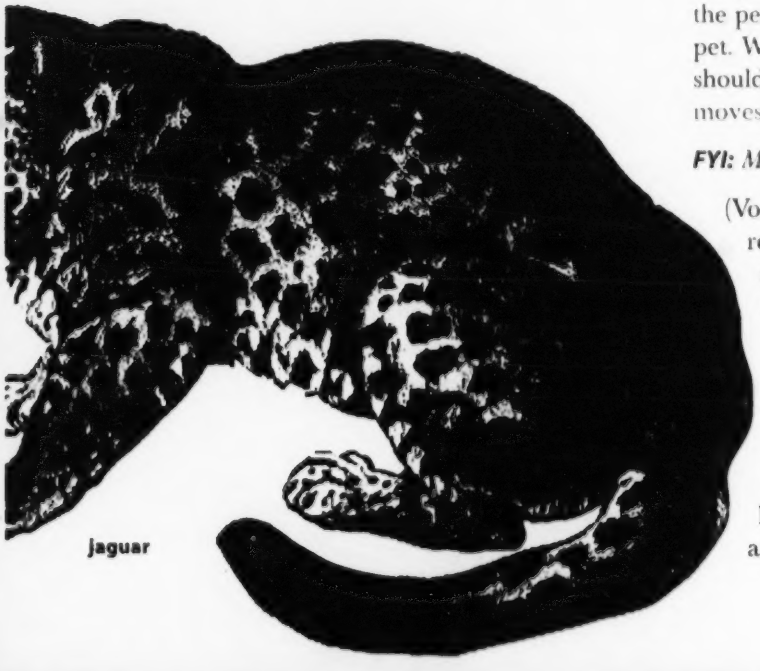
Ask students to listen as you say the following line:

"There was a burst of lightning and a crash of thunder."

Invite students to say the same line using their voices, faces, hands, and bodies to make the telling more interesting.

Invite students to watch for the ways Antonio Rocha uses his voice, face, hands and body to tell his stories.

FYI: *Antonio Rocha uses mime, puppets, and sound effects in his storytelling. In the story "Tico," Rocha asks the audience to sing a lullaby.*



Jaguar

Observation

STORYTELLING WITH MIME

Explain to students that Antonio Rocha sometimes uses mime to help tell parts of his stories. To be a good mime, Rocha observes people and animals carefully.

Invite students to try these mime exercises:

Exercise 1

Tell students, "Watch me as I drink this glass of water. Observe carefully how I hold the glass and drink the water. Now watch me as I pretend to drink a glass of water. What did I do to make it seem real?

"Now pretend you are holding a glass of water. Imagine the size of the glass. Shape your hand as if you are holding the glass. Pretend to drink the water. Remember to swallow. Using your face, show us how you like the taste."

FYI: *Mimes call this type of activity "creating an illusion."*

Exercise 2

"Do you or one of your friends have a pet? Think about the pet and remember how it moves. Pretend you are the pet. While sitting at your desk, use your face, head, neck, shoulders, chest, back, and/or arms and show us how it moves."

FYI: *Mimes call this type of activity "identification."*

(Vocabulary: mime – storytelling without words that relies on facial expressions and gestures to communicate; a mime – an actor who tells a story without using words)

After the Performance

Ask students to recall two or three ways Rocha used mime in the performance. Ask them to repeat movement he made in the stories.

Invite students to tell part of a story in mime, such as "The Three Little Pigs," or "Jack and Jill."

4

GOING TO THE KENNEDY CENTER

A GOOD AUDIENCE

Help students understand their important role when attending a storytelling performance. Read and discuss the following:

"In a theater, you are the audience. Being an audience member in a theater is different from watching movies and television. In a theater, storytellers are in the same room with you when they perform. If you talk, storytellers can t do their best. To be a good audience member you need to watch and listen carefully. In *Tales from the Brazilian Jungle*, watch for the facial expressions and movements Antonio Rocha uses and listen carefully for ways he uses his voice to express feelings. If you enjoy the storytelling, clap when Antonio Rocha finishes his stories."

VISITING THE KENNEDY CENTER

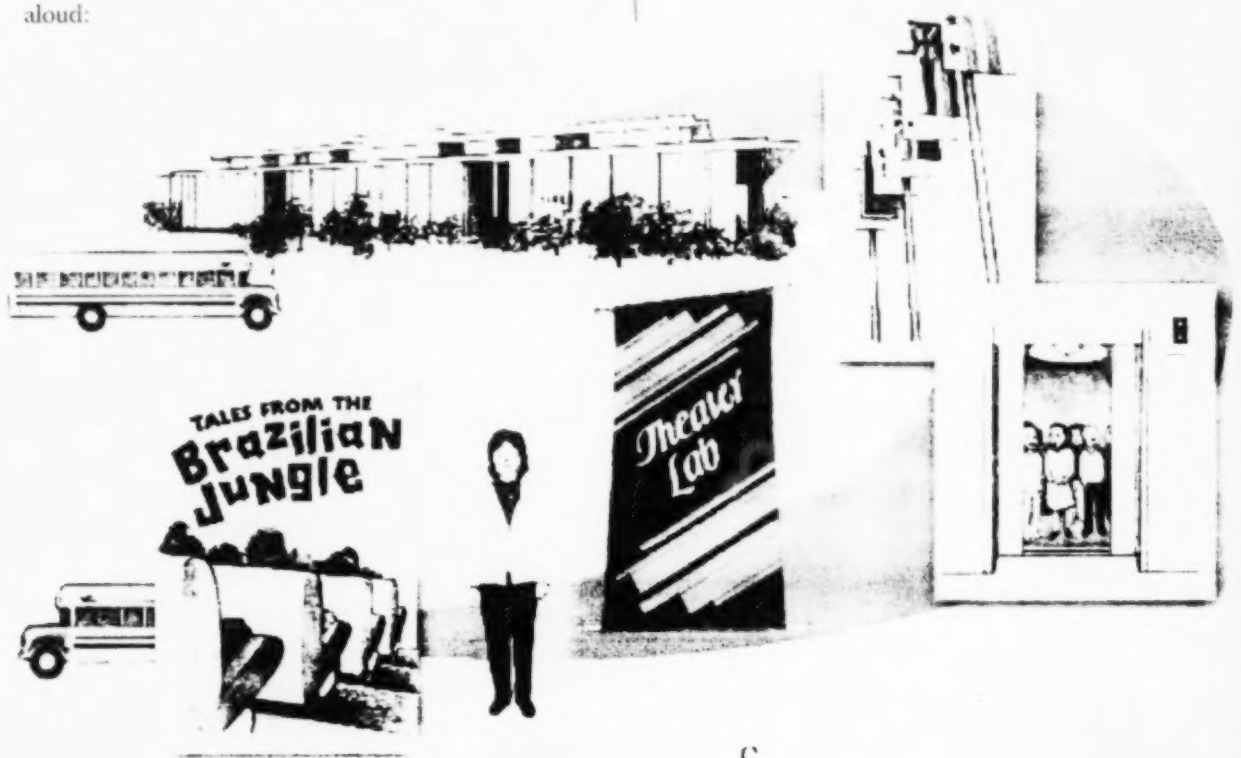
Reproduce the illustrations at the bottom of this page, making sure to cover the written information for teachers so that it is not copied. Distribute the illustrations to each student. Ask students to point to the appropriate illustration as you read the following explanation aloud:

"You are going to see a storytelling performance called *Tales from the Brazilian Jungle* at the Kennedy Center. You will ride a bus to The Kennedy Center. The Kennedy Center is named after John F. Kennedy, a popular president of the United States. There are six theaters in the Kennedy Center.

"When you arrive, you will walk into the Hall of States. Remember to look up to see the flags from all the 50 states, the District of Columbia, and the five U.S. Territories.

"To get to the performance, you will ride in an elevator to the Kennedy Center s top floor. *Tales from the Brazilian Jungle* will be performed in the Theater Lab. A large sign that says 'Theater Lab' hangs on the wall outside the theater. Inside the theater, a person wearing a red jacket – the usher – will show our class where to sit. You will sit on long, cloth-covered benches arranged in rows that go upwards like big steps.

"Four hundred people can watch a performance together in the Theater Lab!"



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